

Year One Spring Term

Curriculum Overview 2025-26

Theme: Long, Long Ago & Traditional Tales

| Extra-curricular events | | | Special Days | |
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| Other Half Clubs: Code Crackers, Bucket Drumming, Craft Club, Hubble Bubble, Netball Skills, Board Master & Multi-Sport Enrichment: Biweekly Forest School, Create and Craft, Dance and drama | | | Visit from story museum to school (catalyst for big write) Date TBC Pre-Prep Workshare: 06.02.26 Parent's Evenings: 10.02.26 and 11.02.26 World Book Day 05.03.26 Grandparents/special people afternoon tea: 20.03.26 *Please note that all key dates are subject to change. Updates will be communicated via school mail or other means. | |
| English | Maths | | Science | |
| This term the pupils will consolidate their learning about how to compose and write sentences using capital letters, finger spaces and full stops consistently as well as exploring creative techniques to engage their readers. Writing: Their main focus will be on Traditional Tales. The pupils will look at the different characters in stories and the key events. They will learn how to retell a story using actions and describe a setting. They will continue to investigate different characters traits and the format of traditional tales. Poetry: Enjoy hearing and performing poems, experiencing and identifying rhythm, rhyme and gesture in performance. Reading and Spelling: The pupils will use phonics as the main approach to decode words and continue to build their spelling of tricky words. Reading - Fiction: The pupils will learn how to make predictions and discuss what they like about the story and develop confidence, fluency and expression when reading. The pupils will explore expression through reading to an audience and performing plays together. Non Fiction: They will learn that nonfiction books have information and the layout is different. They will also learn the terms, title, caption, label and contents. Handwriting: They will continue to develop their handwriting skills by looking at correct letter formation, pencil grip and shape and size of letters. We will begin to explore letter joins. | This term the pupils in Year 1 will study the following topics: Counting, place value, reading and writing number patterns: They will count to and across 100, forwards and backwards, beginning at 0 or 1, or from any given number. They will count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. When given a number, identify one more and one less. They will read and write numbers from 1 to 20 in numerals and words. They will identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most and least. Addition and Subtraction: They will represent and use number bonds and related subtraction facts within 20 and beyond. They will add and subtract one-digit and two-digit numbers, including zero. They will solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. Grouping and sharing: They will solve problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Shape, position and movement: They will recognise and name common 2D shapes (rectangles, squares, circles and triangles) and 3D shapes (cuboids, cubes, pyramids and spheres). They will describe position, directions and movements, including half, quarter and three-quarter turns. Measures: They will compare, measure, describe, record and solve practical problems for mass or weight (heavy/light, heavier than, lighter than) and capacity/volume (full/empty, more than, less than, quarter). | Everyday Materials: Pupils will learn to group materials using scientific vocabulary on the basis of their simple physical properties. They will look at the uses of these materials and perform simple investigations to find out whether they float, sink, are waterproof, absorbent or magnetic. Animals inc. humans: Pupils will investigate and observe the differences between humans and animals and using evidence, be aware of the basic life cycle of a number of these, including humans. They will also label body parts of animals. Pupils will be able to identify and name a number of animals and their young and some of their animal characteristics. The pupils will observe the behaviour of worms in a wormery. | | |
| Geography | PSHCE/Relationships Education | | History | |
| This term the pupils in Year 1 will be learning about maps, creating maps based on stories, understanding the key features and uses of maps. They will be exploring the differences between town and country locations and using basic geographical vocabulary to refer to key human and physical features. The pupils will name and locate the four countries and capital cities of the UK. The children will learn about the flags, and flowers as well as some of the traditions in each UK country. | Managing anger They will understand that we all feel angry at times and need to express ourselves in safe ways that don't hurt themselves, other people or the world around them. Keeping Healthy They will explore issues of health including healthy eating, sleep and exercise Gentle touch and hurting touch pupils will learn about different types of touch, ways we can keep safe and how to get help if we feel unsafe. eSafety pupils will learn more about keeping safe online, with a focus on sharing images and photographs. | | This term the pupils will be learning about how cooking and food has changed through the ages. They will be exploring recipes from the Romans, to delicious Victorian cakes, and Digging for Victory in WW2 all the way through to present day. They will be taught how to research historic events by using different sources such as books, searching the internet and handling historical artefacts. They will learn where the civilisations they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing foods from different periods. | |
| ART | RE | Computing (ICT) | | |

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| <p>This term the pupils will be learning about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, Paul Klee, Hokusai and L.S. Lowry. They will think about the similarities and differences between the work of different artists. They will create landscape and cityscape paintings, drawings and collages, inspired by these artists.</p> | <p>This term, pupils will explore the question <i>“What is belief?”</i> through a focused study of Jesus’ parables. They will examine key stories including <i>The Lost Coin</i>, <i>The Lost Sheep</i>, <i>Feeding the 5000</i>, <i>Calming the Storm</i>, and <i>The Good Samaritan</i>. These parables will be explored through a range of structured activities, including craft, performance, and discussion, to support understanding and reflection. Pupils will then learn about Easter Sunday and the events leading up to it, developing an understanding of the significance of the cross as an important symbol within Christianity. In addition, they will study a range of religions and celebrations from around the world, including how Easter is celebrated globally, before linking this learning to their own Easter celebrations.</p> | <p>Programming – Moving a robot: Pupils will be introduced to early programming concepts using floor robots. They will explore using individual commands, both with other pupils and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs.</p> <p>Grouping data: This unit introduces pupils to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p> | |
| <p>Physical Education</p> <p>Swimming: The pupils will learn to move in water (for example, jump, walk, hop and spin, using swimming aids and support). They will float and move with and without swimming aids. They will feel the buoyancy and support of water and swimming aids and propel themselves in water using different swimming aids, arms and leg actions and basic strokes.</p> <p>Physical Education: This unit explores the different ways of throwing and catching using different pieces of equipment. 'Sending' skills are also explored and used in a range of target games. The pupils will practise skills needed for long distance running for the cross country event.</p> | <p>Music</p> <p>In the first half of the term, the children will explore high, low, and middle pitches through songs, games, body movement, and instruments, creating melodies and musical stories collaboratively.</p> <p>In the second half of the term, the children will explore minibeasts, rain and gardens through singing, movement, listening, graphic scores and instrumental music-making, developing expressive control and ensemble skills.</p> | <p>This term the pupils will focus on food hygiene and cooking and nutrition. They will design their own goodies from the different periods of time which we study in our history lessons. They will find out more about healthy, balanced diets and where food comes from.</p> | <p>French (speaking & listening):</p> <p>The pupils will revise and extend vocabulary in the following topics: greetings and counting, body parts, facial features and family members</p> <p>They will learn vocabulary in the following new topics: pastimes, colours</p> |